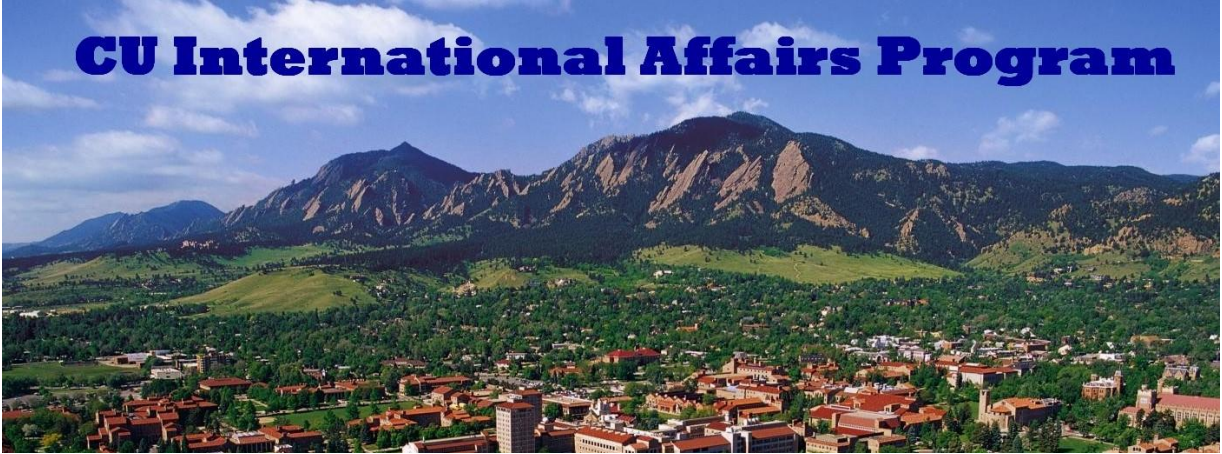


CU International Affairs Program



“Now, I am become Death, the destroyer of worlds.” -*J. Robert Oppenheimer*
quoting from the *Bhagavad-Gita* at the 1st detonation of the atomic bomb

“A world without nuclear weapons would be less stable and more dangerous for
all of us.” -British Prime Minister *Margaret Thatcher*”



IAFS 4500-002/The Post-Cold War World: **Global Security: Weapons of Mass Destruction** **Fall 2018**

Instructor: Dr. Gregory D. Young

Office: [Ketchum Hall](#), Room 212

E-mail: gyoung@colorado.edu

Lecture Times: Mondays, Wednesdays & Fridays, 11:00 – 11:50am in Hellums 104

Syllabus: http://spot.colorado.edu/~gyoung/home/4500/4500_syl.htm

Office Hours: Mondays & Wednesdays 12:30 - 1:45pm or Tuesdays by appt.

COURSE LINKS

- [Cold War Timeline](#)
- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Research Paper Sign Up](#)
- [Research Proposal Grade Sheet](#)
- [In Class Debate Teams](#)
- [In Class Debate Rules](#)
- [In Class Debate Results](#)
- [Link to Potential Midterm Questions](#)
- [Midterm Grading Statistical Summary](#)
- [Research Presentation Schedule](#)
- [Oral Presentation Grade Sheet](#)
- [Library Research Page](#)
- [WMD Links](#)
- [PowerPoint Links](#)

COURSE OBJECTIVES AND DESCRIPTION

Twenty-six years have passed since the end of the Cold War, but we are still struggling to understand the nature of the world that has emerged in its wake. What are now the main sources of conflict in the “new world order”, now that the fifty-year bipolar standoff between the U.S. and the USSR has dissolved? Is terrorism of the kind exhibited on 9/11 the biggest threat to global security or is there a new, more sinister threat from weapons of mass destruction? This course is going to focus on the weapons of mass destruction that defined the “balance of terror during the Cold War. Clearly before one can understand the most important global issues confronting the post-Cold War World, one must understand the Cold War. Therefore, the first part of the course will confront the origins of, dynamics during, and reasons for the end of the Soviet/U.S. balance of terror. The latter part will examine the role of WMD in the Post-Cold War world. The end result of the course is a senior thesis which examines in depth, one portion of the role/relevance of WMD in the post-Cold War world.

COURSE REQUIREMENTS



REQUIRED READING

There are no textbooks to purchase for this class. All course readings (and a World Atlas) delineated in the course schedule are available at the following online site to which all students will subscribe:

<http://www.aatw.me/subscribe>. This site (America and the World) provides both distribution and reference for this course, but also copyright payment for the articles you will read. Access to this website will be purchased for

\$49.95. Access will be explained in detail in class. The readings for this course are interdisciplinary, including works from political science, history, economics and geography. All of the readings are required. Other readings will be linked to this syllabus.

READINGS AND CLASS PARTICIPATION

It is essential that students attend every class and be on time. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the midterm exam, in-class debates and on your semester paper, which are together worth 80% of the course grade. Attendance is also a large portion of your 10% participation

grade. More than six unexcused absences will result in a failing grade in the course. Notifying your instructor by email prior to class will constitute an excused absence. Send email absence notifications to gyoung@colorado.edu. In this semester, the required readings range from 100 to 150 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

MIDTERM EXAM

The midterm exam will be held during normal class time on **Monday, November 12th**. The exam will consist of several terms and one/two essay questions. Students will write the exam in a BlueBook provided to the instructor in advance of the exam. The Midterm exam is worth 25% of your final course grade. There is no final exam in the course, just your senior thesis.

SENIOR THESIS/RESEARCH PAPER

Research Proposal and Annotated Bibliography: Students will write a detailed research proposal and an annotated bibliography for the term's research project. They will be **due on Monday, October 22nd in class**. An electronic copy in Word should also be posted to the course dropbox on Desire to Learn (D2L). **Please include a word count on the first page**. These papers should be properly documented and footnoted. Papers will be graded 50% on content and 50% on grammar, punctuation and spelling. Late submissions will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you provide a doctor's note explaining why it was impossible for you to meet the deadline. On a random basis, electronic copies of this paper will be checked for plagiarism. Both count for 10% of your final course grade. This shorter proposal paper will allow you to get some feedback on your writing prior to undertaking the research paper.

Research Paper: Each student in the course will be required to complete a detailed research paper that examines one of the following topics related to weapons of mass destruction and the themes of the course:

1. Syrian Chemical Weapons and their destruction
2. Evolution of Ballistic Missile Submarines and their future effectiveness
3. The India/Pakistan Nuclear Balance
4. The Israeli Nuclear Program
5. The North Korean WMD programs: can they reach the U.S. and can they be negotiated away?
6. The bad U.S. intelligence on Saddam's WMD program, why and what can be done to prevent it from happening again.
7. The South African nuclear program?
8. Soviet inroads in to the Manhattan Project, how much did that accelerate the Soviet program
9. AQ Khan and his nuclear network
10. Shoko Assahara, Aum Shinrikyo and their WMD program, should we fear future non-state actors?
11. Nuclear Winter, myth or reality?
12. The History of the Western Disarmament Movement.
13. Cuban Missile Crisis, how close to Armageddon?
14. The Salt I talks, negotiating strategy and how they relate to current reduction talks.
15. The U.S. anthrax attack in the wake of 9/11.
16. Chemical/Bio Weapons in the Iran/Iraq War
17. Russian use of Chemical Weapons in the attack on the Moscow Theater hostage crisis, 2002.
18. DOD experimentation with Chemical & Bio Weapons on U.S. troops.
19. Treaty of Tlatelolco, the South American Nuclear-Free Zone.
20. U.S. Soviet compliance with the Chemical Weapons convention, why is it so hard?
21. The Biological Weapons Treaties, the science of "weaponization", what are the realities?
22. The NNPT, history, effectiveness and future.

23. The reality of “Loose Nukes” in the wake of the collapse of the USSR (still relevant).
24. The Nunn/Luger program, a proper way to spend U.S. tax dollars?
25. Rocky Flats Colorado, environmental disaster, cover up & wildlife refuge?
26. The future of WMD, science fiction or some new catastrophic weapon.
27. Is Disarmament unrealistic idealism?
28. Coercion and Foreign policy, a theoretical discussion.
29. Near misses, accidents in the Cold War, could they have led to nuclear war?
30. ISIS and Chemical Weapons
31. Five Post-Cold War Paradigms and their association with the relevance of WMD
32. Is Deterrence Theory Obsolete?
33. Is the modernization of the US nuclear TRIAD required and why?

The paper will undertake an analysis of the particular topic through the lens of the theme of the course – “Are WMD and particularly nuclear weapons relevant in the post-Cold War World. Additional subjects/themes may be added at the approval of the instructor. The Research paper **is due on Monday, December 11th** either in class or in the instructor’s mailbox in Ketchum by 4:30pm. The essay should be between 4000 and 5000 words in length (approximately 16 to 20 pages double-spaced). **Include a word count** on the first page. Papers should be in 10-12 pitch in either *Courier* or *Times Roman* font. Late essays will be docked one grade per class day after the due date (e.g., A- to B-, C to D, etc.) up to 50%, unless you provide a doctor’s note explaining why it was impossible for you to meet the deadline. Computer malfunction is not an acceptable excuse for an essay being late. Re-read your papers for clarity, grammar, spelling and punctuation, since poor execution of these elements will also affect your grade. Append a bibliography of all sources and provide footnotes where appropriate. The majority of sources should be academic monographs, original source materiel or articles from academic journals. The essay will count 25% of your final grade. This paper will also be submitted in both paper and electronic formats (Again submitted to D2L).

STUDENT PRESENTATIONS

In the last two weeks of the semester, each student will present their research to the class and summarize their findings as they relate to the class themes. The presentation will be 9-11 minutes in length. A grade sheet summarizing the grading criteria for the presentation will be linked to this syllabus. Audiovisual aids are encouraged but not required. Some students will give their presentations prior to the paper due date. Each student will turn in a **ONE PAGE outline** of their presentation on presentation day. The presentation will be 10% of your course grade.

READING SUMMARY

For each section of the reading, an assigned student(s) will summarize the readings due in class that day. In a 3-4 page synopsis of each assigned set of articles or chapters, the designated student will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include an answer to the “so what?” question, in other words, why should one read it when studying about war and peace. Before midnight on the day before the due date, the students will submit an electronic copy to their instructor. The instructor will post the summary on the web for the review of your classmates. These summaries will be 10% of your final grade and graded pass/fail. Late Reading Summaries will be docked 10% per class day up to 50%.

IN CLASS DEBATES

On two class days late in the semester, there will be in-class debates. The class will be divided into four teams of five students, that will research and debate both sides of the two WMD issues on those class days. On April 5th, half the class will debate whether more nuclear weapons leads to a more stable world. On April 10th the other half of the class will debate whether a military strike on Iran would be appropriate should the Iranian theocracy not give up their nuclear program or violate the agreement on

their nuclear program. Participation/results in the debates will be 10% of your final course grade. The debate format will be explained in class.

CURRENT EVENTS

Students should also follow contemporary world events by reading a reputable international news source, such as the *New York Times*, *The Economist* or *the Wall Street Journal* on a regular basis. One to two students will present a current event orally in class each day. The presentation should be no more than five minutes in length. The source should be from a respected news source, be less than one week old and pertain in some way to global issues being discussed that week in the seminar. Each student should try to relate the article to some element of what we will be discussing in class. News reports on the Internet are acceptable sources. At the end each student will pose a discussion question to the class. The current event presentation will be part of your 10% participation grade.

GRADING CRITERIA

Thesis Proposal/Annotated Bibliography	10%
Senior Thesis/Research Paper	25%
Thesis Presentation	10%
Midterm Exam	25%
In Class Debates	10%
Reading Summaries	10%
<u>Attendance, Current Event & participation</u>	<u>10%</u>
Total	100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc... proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C+ grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

COURSE SCHEDULE

IAFS 4500 Post-Cold War World: Global Security, Fall 18 Schedule		
Day/Date	Topic	Assigned Reading
Mon 27 Aug	Course Introduction and Administration	None
Wed 29 Aug	The End of the Cold War and New Paradigms for Global Interaction	<ul style="list-style-type: none"> • Samuel Huntington “Clash of Civilizations” <i>Foreign Affairs</i> • Francis Fukuyama “The End of History” • Benjamin Barber “Jihad v. McWorld”
Fri 31 Aug	The End of the Cold War and New Paradigms for Global Interaction (Part II)	<ul style="list-style-type: none"> • Robert Kaplan “The Coming Anarchy” <i>The Atlantic Monthly</i>, • Joseph S. Nye “A New World Order” in Nye (Ed). <i>Understanding International Conflicts: An Introduction to Theory and History</i>, 1997
Mon 3 Sep	Labor Day Holiday	No Class
	Are WMD Still Important to Study?	<ul style="list-style-type: none"> • “The Unkicked Addiction: Nuclear Weapons” <i>The Economist</i>, Mar 7, 2015

		<ul style="list-style-type: none"> • Symonds, Matthew (2018) “Why Nuclear Stability is Under Threat” <i>The Economist</i>, January 27, 2018 • “A Farewell to Arms Control”, <i>The Economist</i>, May 5, 2018
Wed 5 Sep	History of the Cold War: Origins of the Cold War & McCarthyism	<ul style="list-style-type: none"> • Ward Wilson (2013), “The Bomb didn’t beat Japan...Stalin Did.” <i>Foreign Policy</i>, May 30, 2013. • David Painter (1999), Skim Chapter 2 & 3 in <i>The Cold War: An International History</i>.
Fri 7 Sep	History of the Cold War: Origins of the Cold War & McCarthyism (Part II) Movie: “War & Peace in the Nuclear Age – Dawn”	None
Mon 10 Sep	History of the Cold War: Deterrence, Arms Control & Détente	<ul style="list-style-type: none"> • David Painter (1999), Skim Chapter 4 & 5 in <i>The Cold War: An International History</i>.
Wed 12 Sep	History of the Cold War: Deterrence, Arms Control & Détente (Part II)	None
Fri 14 Sep	Library Research Day	Meet in the Norlin Library
Mon 17 Sep	How to write a research proposal/annotated Bibliography.	None
Wed 19 Sep	History of the Cold War: U.S. Cold War Defense Policy WMD/Nuclear Weapons & the Nuclear Arsenals	<ul style="list-style-type: none"> • Richard Smoke, (1993), Chapter 4, “America fashions its national security”, in <i>National Security and the Nuclear Dilemma</i>. • William Arkin & Richard Fieldhouse Chapter 3 “Nuclear Arsenals” in <i>Nuclear Battlefields</i>
Fri 21 Sep	History of the Cold War: U.S. Cold War Defense Policy WMD/Nuclear Weapons & the Nuclear Arsenals (Part II)	None
Mon 24 Sep	History of the Cold War: The End of the Cold War	<ul style="list-style-type: none"> • David Painter (1999), Chapter 6 in <i>The Cold War: An International History</i>
Wed 26 Sep	History of the Cold War: The End of the Cold War (Part II)	None
Fri 28 Sep	Nuclear War Thinking the Unthinkable: How Nuclear War might begin	<ul style="list-style-type: none"> • Herman Kahn (1984), “Thinking about the unthinkable” Part One in <i>Thinking About The Unthinkable in the 1980s</i>,

		<ul style="list-style-type: none"> • Henry Kissinger (1957) “The Fires of Prometheus” in <i>Nuclear Weapons and Foreign Policy</i> • Harvard Nuclear Study Group “How Might Nuclear War Begin” in <i>The Nuclear Reader</i>
Mon 1 Oct	Nuclear War Thinking the Unthinkable: How Nuclear War might begin	<ul style="list-style-type: none"> • None
Wed 3 Oct	Morality of Nuclear War Nuclear Winter	<ul style="list-style-type: none"> • Carl Sagan (1989), “Nuclear War and Climatic Catastrophe: A Nuclear Winter.” In <i>The Nuclear Reader</i>. • Starley Thompson & Stephen Schneider (1989), “Nuclear Winter Reappraised” In <i>The Nuclear Reader</i>. <p>National conference of Catholic Bishops, “Nuclear Strategy and the Challenge of Peace: The Moral Evaluation of Deterrence in Light of Policy Developments” in <i>The Nuclear Reader</i></p>
Fri 5 Oct	Nuclear War - By Accident	<ul style="list-style-type: none"> • Bruce G. Blair (1993), Introduction to <i>The Logic of Accidental Nuclear War</i>
Mon 8 Oct	Nuclear War - By Accident (Part II) Movie: “Dr. Strangelove” (Excerpts)	<ul style="list-style-type: none"> • None
Wed 10 Oct	Strategy for Nuclear War	<ul style="list-style-type: none"> • Theodore Draper “Nuclear Temptations: Doctrinal Issues in the Strategic Debate.” In <i>The Nuclear Reader</i> • William Martel & Paul Savage, “Nuclear Strategy: What it is and Is Not” in <i>The Nuclear Reader</i> • Robert Jervis, “The Utility of Nuclear Deterrence” in <i>The Use of Force</i>
Fri 12 Oct	Nuclear Proliferation: The NNPT	Ian Smart (1989), “ <i>Pinioning the Genie: International Checks on the Spread of Nuclear Weapons</i> ” In <i>The Nuclear Reader</i> .
Mon 15 Oct	Nuclear Proliferation: The NNPT Movie: “War & Peace in the Nuclear Age – Have and Have Not”	None
Wed 17 Oct	Nuclear Proliferation: North Korea	<ul style="list-style-type: none"> • Broad, “Hidden Travels of the Bomb”, <i>New York Times</i>, Tues 9 Dec 08

		<ul style="list-style-type: none"> • <i>The Economist</i>, “By the Rockets Red Glare: North Korea’s Nuclear Weapons”, May 28, 2016, pp. 19-22
Fri 19 Oct	Nuclear Proliferation: North Korea (Part II)	<ul style="list-style-type: none"> • “Handle with Extreme Care” & Strategic Confusion”, <i>The Economist</i>, April 22, 2017 • James A. Winnefield, “The Morning After Korea’s ICBM Test”, US Naval Institute Proceedings, Jul 2017. • Motoko Rich, “First Strike is an Option Few Can Stomach” <i>New York Times</i>, July 6, 2017
Mon 22 Oct	Nuclear Proliferation: India & Pakistan Research Proposal/ Annotated Bibliography Due	<ul style="list-style-type: none"> • Jaswant Singh (1998), “Against Nuclear Apartheid” <i>Foreign Affairs</i> • Kenneth Waltz, “Nuclear Stability in South Asia” in <i>The Use of Force</i> • Scott Sagan, “Nuclear Instability in South Asia” in <i>The Use of Force</i>
Wed 24 Oct	Nuclear Proliferation: Iran & Israel	<ul style="list-style-type: none"> • Ehsaneh I. Sadr, “The Impact of Iran’s Nuclearization on Israel” in <i>The Use of Force</i> • Ari Shavit, “The Project”, Ch. 7 in <i>My Promised Land</i>. 2013
Fri 26 Oct	Chemical & Biological Weapons	<ul style="list-style-type: none"> • Gregory Koblenz, “Pathogens as Weapons: The International Security Implications of Biological Weapons” in <i>The Use of Force</i>. • Jean Pascal Zanders, (1999) “Assessing the Risk of Chemical and Biological Weapons Proliferation to Terrorists” in <i>The Nonproliferation Review</i>.
Mon 29 Oct	Military Utility of WMD	<ul style="list-style-type: none"> • Robert McNamara (1989), The Military Role of Nuclear Weapons: Perceptions and Misperceptions.” In <i>The Nuclear Reader</i>. • Kanti Bajpai (2001), “The Military Utility of Nuclear Weapons” Pugwash Conference • John Mueller (1988), “The Essential Irrelevance of Nuclear Weapons: Stability in the Postwar World.” <i>International Security</i>.

Wed 31 Oct	Defensive Systems: ABM & Star Wars Movie: "War and Peace in the Nuclear Age - Reagan's Shield"	<ul style="list-style-type: none"> • Robert Bowman, "The objectives of ballistic missile defense." In <i>The Nuclear Reader</i>. • Robert McNamara "The Star Wars Defense System: A Technical Note" in <i>The Nuclear Reader</i>
Fri 2 Nov	Defensive Systems: ABM & Star Wars (Part II)	None
Mon 5 Nov	WMD in Terrorist Hands "The Sum of all Fears"	<ul style="list-style-type: none"> • Graham Allison (2004), Part One "Inevitable" in <i>Nuclear Terrorism: The Ultimate Preventable Catastrophe</i> • Walter Laquer (1999), Weapons of Mass Destruction in <i>The New Terrorism</i>.
Wed 7 Nov	WMD in Terrorist Hands "The Sum of all Fears" (Part II)	None
Fri 9 Nov	Makeup and Review Day	Come with Questions
Mon 12 Nov	Midterm Exam	Study, Study & Study
Wed 14 Nov	The Future of WMD/ Nuclear Weapons Video: President Obama's speech on nuclear weapons in Prague 2010	<ul style="list-style-type: none"> • Thomas Schelling (2009), "A World without Nuclear Weapons", <i>Daedalus</i> • McGeorge Bundy "The Unimpressive Record of Atomic Diplomacy" in <i>The Use of Force</i>, (2009) • C. Dale Walton and Colin S. Gray (2007). "The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century" in <i>Strategy in the Contemporary World</i> • <i>The Economist</i>, "What to do with a vision of zero." 15 Nov 2008
Fri 16 Nov	Turmp, Obama & Strategic Weapons/NEW START Movie: Dawn of the Nuclear Age – Visions of War and Peace	<ul style="list-style-type: none"> • Mary Beth Sheridan, "The nuclear arms policy shoes limits U.S. faces? <i>The Washington Post</i>, April 7, 2010 • Sanger & Broad (2018), "As U.S. Demands Nuclear Disarmament, It Moves to Expand Its Own Arsenal" <i>New York Times</i>, May 14, 2018, P. A9 • Sanger & Broad (2018), "Pentagon Suggests Countering Devastating Cyberattacks With Nuclear Arms" <i>New York Times</i>, January 17, 2018, P. A1 • Lewis (2016), "Donald Trump is an Idiot Savant on Nuclear Policy" <i>Foreign Policy</i>, 7 Mar 2016
Mon 19 Nov	Fall Break	No Class

Wed 21 Nov	Fall Break	No Class
Fri 23 Nov	Fall Break	No Class
Mon 26 Nov	Go Over Midterm Exam Discuss Debates & Thesis Presentations	None
Wed 28 Nov	In Class Debate I Nuclear Proliferation: Which is better more or less?	<ul style="list-style-type: none"> • Scott Sagan & Kenneth Waltz (2003), Chapter 1 & 2 in <i>The Spread of Nuclear Weapons: A Debate Renewed</i>
Fri 30 Nov	In Class Debate II Nuclear Proliferation: Iran, What should the West do? Discuss Conference on World Affairs	<ul style="list-style-type: none"> • Matthew Kroenig, "Time To Attack Iran" <i>Foreign Affairs</i> Jan/Feb 2012) • Colin H. Kahl, "Not Time to Attack Iran" <i>Foreign Affairs</i> Mar/Apr 2012) • The Iran Study Group, "Weighing the Costs and Benefits of Military Action Against Iran."
Mon 3 Dec	3 Student Thesis Presentations	None
Wed 5 Dec	4 Student Thesis Presentations	None
Fri 7 Dec	3 Student Thesis Presentations FCQ Day	None
Mon 11 Dec	3 Student Thesis Presentations Senior Thesis Due	None
Wed 13 Dec	3 Student Thesis Presentations	None
Fri 14 Dec	Reading Day – No Class	
	No in-class final exam	

ADMINISTRATIVE INFORMATION:

CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this semester however they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: [“Laptops Are Great. But Not During a Lecture or a Meeting”, *New York Times* Op Ed, By SUSAN DYNARSKI NOV. 22, 2017](#)

Boulder Provost’s Disability Task Force recommended syllabus statement:

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the

academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

[Recommended religious observances syllabus statement:](#)

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, as stated earlier in this syllabus for normal class days, students need only email their instructor/TA in advance to procure an excused absence. However, for examinations, in-class presentations or debates, students must arrange for a makeup in advance of their absence.

[Office of Institutional Equity and Compliance \(OIEC\) recommended syllabus statement:](#)

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

[The HONOR CODE recommended syllabus statement:](#)

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If

you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

Recommended classroom behavior syllabus statement:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#). Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. **Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.**

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

